LSU Health

SHREVEPORT
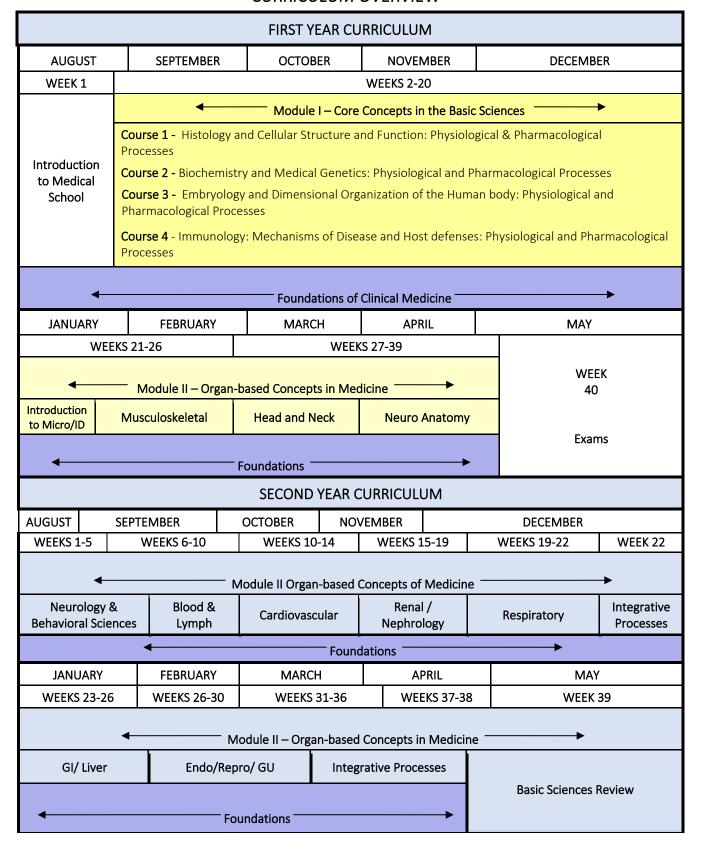
2021-22 COURSE DIRECTOR'S HANDBOOK

COURSE DIRECTOR'S GUIDE

This guide is designed to help support the pre-clerkship course directors in the directorship of their course, including defined roles and responsibilities, contact information for other faculty and staff, a time-line for course management, a template for a syllabus, and procedures for reserving rooms, testing, grading, and taking disciplinary action.

Table of Contents

CURRICULUM OVERVIEW

FIRST YEAR CURRICULUM

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
WEEK 1	WEEKS 2-20			

Introduction to Medical School	Module I – Core Concepts in the Basic Sciences
	Course 1 - Histology and Cellular Structure and Function: Physiological & Pharmacological Processes
	Course 2 - Biochemistry and Medical Genetics: Physiological and Pharmacological Processes
	Course 3 - Embryology and Dimensional Organization of the Human body: Physiological and Pharmacological Processes
	Course 4 - Immunology: Mechanisms of Disease and Host defenses: Physiological and Pharmacological Processes

Foundations of Clinical Medicine

JANUARY	FEBRUARY	MARCH	APRIL	MAY
WEEKS 21-26		WEEKS 27-39		WEEK 40 Exams

Module II – Organ-based Concepts in Medicine

Introduction to Micro/ID	Musculoskeletal	Head and Neck	Neuro Anatomy	

Foundations

SECOND YEAR CURRICULUM

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	
WEEKS 1-5	WEEKS 6-10	WEEKS 10-14	WEEKS 15-19	WEEKS 19-22	WEEK 22

Module II Organ-based Concepts of Medicine

Neurology & Behavioral Sciences	Blood & Lymph	Cardiovascular	Renal / Nephrology	Respiratory	Integrative Processes

Foundations

JANUARY	FEBRUARY	MARCH	APRIL	MAY
WEEKS 23-26	WEEKS 26-30	WEEKS 31-36	WEEKS 37-38	WEEK 39

Module II – Organ-based Concepts in Medicine

GI/ Liver	Endo/Repro/ GU	Integrative Processes	Basic Sciences Review

Foundations

THIRD YEAR CURRICULUM

Introduction to Clinical Medicine (1 week)

Internal Medicine (12 Weeks)

- Includes electives in Cardiology, Nephrology, Heme/Onc, GI, Emergency Medicine, Endocrine, Med/Peds, Pathology, Pulmonary, Radiology, Rheumatology

Surgery (12 Weeks)
- includes electives Anesthesiology, OMFS, Ophthalmology Orthopedic Surgery, Otolaryngology, Urology

Psychiatry (4 Weeks)

OB/GYN (6 Weeks)

Pediatrics (6 Weeks)

Family Medicine (4 Weeks)

Neurology/Neurosurgery (4 Weeks)

Clinical Toxicology (3 Days)

FOURTH YEAR CURRICULUM

Selective Courses   12 Weeks

- Acting Internship   4 Weeks

- Transition to Residency/Passport   4 Weeks

- Nutrition   2 Weeks

- Health System Science   2 Weeks

Electives Courses   24 Weeks

Vacation   4 Weeks

2020-2021 COURSE DIRECTORS' LIST

First Year	MODULE I			
	COURSE NAME	**COURSE NUMBER**	**COURSE DIRECTOR**	**DEPARTMENT**
	Histology and Cellular Structure and Function: Physiological & Pharmacological Processes	Interdisciplinary 101	Dr. Manikandan Panchatcharam	Cellular Biology & Anatomy
			Dr. Judy King	Pathology
	Biochemistry and Medical Genetics: Physiological and Pharmacological Processes	Interdisciplinary 102	Dr. Eric First	Biochemistry
			Dr. Sara Adams	Internal Medicine/Pediatrics
	Embryology and Three Dimensional Organization of the Human body: Physiological and Pharmacological Processes	Interdisciplinary 103	Dr. Sumitra Miriyala	Cellular Biology & Anatomy
			Dr. Keith White	Surgery
	Immunology: Mechanisms of Disease and Host defenses: Physiological and Pharmacological Processes	Interdisciplinary 104	Dr. Matthew Woolard	Microbiology
			Dr. David Kaufman	Allergy & Immunology
	MODULE II			
	Foundations of Microbiology	Interdisciplinary 110	Dr. Ken Peterson	Microbiology
			Dr. Martin Muggeridge	Microbiology
	Musculoskeletal System	Interdisciplinary 107	Dr. Sarwat Umer	Internal Medicine/ Rheumatology
			Dr. Sumitra Miriyala	Anatomy
	Head & Neck	Interdisciplinary 109	Dr. Gauri Mankekar & Dr. Michael Yim	Otolaryngology
			Dr. Sumitra Miriyala	Cellular Biology & Anatomy
	Neuroanatomy	Interdisciplinary 108	Dr. Hong Sun	Cellular Biology & Anatomy
			Dr. Christina Notarianni	Neurosurgery

MODULE II			
COURSE NAME	COURSE NUMBER	COURSE DIRECTOR	DEPARTMENT
Neurology & Behavioral Sciences	Interdisciplinary 119	Dr. Chris Schmoutz	Pharmacology
		Dr. Eric Burton	Neurology
		Dr. Juliana Fort	Psychiatry
Blood and Lymph	Interdisciplinary 111	Dr. Ellen Friday	Cancer Center
		Dr. Gary Burton	Medicine/Hematology-Oncology
Cardiovascular	Interdisciplinary 112	Dr. J. Steven Alexander	Physiology
		Dr. Steven Bailey Dr. Tarek Helmy	Medicine/Cardiology
Integrative Processes I and II	Interdisciplinary 118	Dr. David Scarborough	Internal Medicine
Renal-Nephrology	Interdisciplinary 115	Dr. Norman Harris	Physiology
		Dr. Adrian Abreo	Internal Medicine
Respiratory	Interdisciplinary 113	Dr. Lynn Harrison	Physiology
		Dr. Robert Walter Dr. Nasim Motayer	Internal Medicine
Gastrointestinal and Liver	Interdisciplinary 114	Dr. Ana Dragoi	Physiology
		Dr. James Morris	Internal Medicine
Endocrine-Reproductive-GU	Interdisciplinary 116	Dr. David Scarborough	Internal Medicine
		Dr. Diana Cruz	Physiology
		Dr. LaTashia Upton	Obstetrics & Gyn.
		Dr. Alexander Gomelsky	Urology

Second Year

	FOUNDATIONS OF CLINICAL MEDICINE COURSES I, II, III, & IV			
Yrs. 1 & 2	COURSE NAME	COURSE NUMBER	COURSE DIRECTOR	DEPARTMENT
	Foundations of Clinical Medicine	Interdisciplinary 105, 106, 121, and 122	Dr. James Morris	Internal Medicine /GI
			Dr. Christi Rinaudo	Academic Affairs
			Ms. Stacy Lee	Clinical Skills Center
			Ms. Julie Esparza	Library

Academic Calendars

LSUHSC Shreveport - MSI - Class of 2025

2021-2022 School Calendar

Vertex42

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Legend:

- Holidays
- Introduction to Pre-Clinical Curriculum
- Foundations of Clinical Medicine I
- Module I
- Introduction to Microbiology
- Foundations of Clinical Medicine II
- Musculoskeletal
- Head & Neck
- Neuroanatomy

LSUHSC Shreveport - MSII - Class of 2024

2021-2022 School Calendar

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Legend:

- Holidays
- Neurology & Behavioral Sciences
- Blood-Lymph
- Cardiology
- Renal
- Respiratory
- Integrative
- GI
- ERGU
- Integrative/Step I Review
- Independent Study - Step I Prep
- Vacation
- Introduction to Clinical Medicine

EDUCATION PROGRAM GOALS AND OBJECTIVES

These program-related goals and objectives represent an all-encompassing set of competencies that students must demonstrate to successfully matriculate from the MD program. Activity-related goals and objectives (see page X), and course-related goals and objectives (see page Y) must be developed and shaped to align with and support these program-level aims.

I. INTERPERSONAL SKILLS AND COMMUNICATION
Goal: The student must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

1) The student must demonstrate the ability to create and sustain a therapeutic and ethically sound relationship with patients.

2) The student must develop and refine interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and the public, as appropriate, by displaying effective communication across a broad range of socioeconomic and cultural backgrounds.

3) The student must exhibit effective communication with physicians, other health professionals and health related agencies and demonstrate the ability to work as a productive member or leader of a health care team or other professional group.

4) The student must construct and maintain comprehensive, timely, and legible medical records.

II. MEDICAL KNOWLEDGE
Goal: The student must demonstrate knowledge of the scientific basis of health and disease and be able to apply that knowledge to the practice of medicine.

1) The student must exhibit knowledge of established and evolving biomedical, clinical, epidemiological, and social/behavioral sciences as well as the application of this knowledge to patient care.

2) The student must demonstrate the ability to acquire and access new knowledge (i.e., stay- up-to-date with the current literature).

3) The student must demonstrate the ability to evaluate critically new knowledge and to determine its relevance to clinical problems.

III. PATIENT CARE
Goal: The student must be able to provide patient care that is compassionate, appropriate, and effective for their level of training and for the treatment of health problems and the promotion of health.

1) The student must exhibit the ability to take both a focused and a comprehensive history.

2) The student must demonstrate the ability to perform a thorough physical examination.

3) The student must display the ability to verbally present clinical information relevant to patient care to clinical supervisors, peers, and other members of the health care team.

4) The student must be able to correctly perform routine clinical procedures and be knowledgeable about the indications, complications, and limitations of those procedures.

5) The student must demonstrate appropriate diagnostic and therapeutic management strategies for patients with common issues arising for both acute and chronic care needs.

IV. PRACTICE-BASED LEARNING AND IMPROVEMENT

Goal: The student must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

1) The student must engage in critical reflection to distinguish personal goals and identify opportunities for increased knowledge and development of new skills, behaviors, and perspectives and, as a result of this insight, integrate appropriate learning activities and formative evaluation feedback into daily practice with the goal of performance improvement.

2) The student must demonstrate the ability to locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.

3) The student must demonstrate the ability to utilize information technology to optimize learning.

4) The student must participate in the education of patients, families, students, residents, and other health care professionals.

V. PROFESSIONALISM

Goal: The student must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

1) The student must demonstrate compassion, integrity, and respect for others.

2) The student must exhibit responsiveness to the needs of patients and society that supersedes self-interest.

3) The student must show respect for patient privacy and autonomy.

4) The student must demonstrate accountability to patients, society, and the profession.

5) The student must display sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in age, sex, culture, race, sexual orientation, gender identity, gender expression, religion and disabilities.

VI. SYSTEM-BASED PRACTICE

Goal: The student must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as an understanding of the methods by which other resources in the system can be called upon to provide optimal health care.

1) The student must demonstrate an understanding of the way in which patient care is coordinated within the health care system and work effectively in various health care delivery settings and systems.

2) The student must demonstrate an understanding of the considerations of cost awareness and risk/benefit analysis in patient and/or population-based care as appropriate for level of training.

3) The student must work effectively in inter-professional teams and demonstrate efforts to enhance patient safety and improve the quality of patient care.

4) The student will demonstrate efforts to enhance patient safety and improve the quality of patient care.

SECTION I

THE COURSE DIRECTOR'S ROLE

COURSE DIRECTOR RESPONSIBILITIES

Pre-Clerkship Course Directors (Module I & II) are responsible for the planning, implementation, and continuous improvement of their courses. The Course Director collaborates with course faculty, the relevant department chairs, and the Module Director, the Pre-Clerkship subcommittee, and Academic Affairs staff to assure that his/her course accomplishes the tasks listed below. The Medical Curriculum Council (MCC) is responsible for the overall governance of the medical curriculum and provides direction to course directors.

The Office of Academic Affairs provides central support and management to assure consistency and coordination among courses. The Associate Dean for Academic Affairs, the Director for Academic Affairs, and the Academic Coordinator/Project Manager work with course directors to maintain quality and consistency within the curriculum.

Acceptance of the position of Course Director confirms an individual's agreement to fulfill the established responsibilities of this leadership position:

Creation of Objectives
- Use the medical school education program goals and objectives (pages 9-11) to create, shape, and drive course-specific goals and objectives (see page X).
- Ensure all course-related objectives are linked to the specific and appropriate educational program objectives (EPO) [see example in syllabus template]
- Determine session-level objectives and keywords for each session taught within the course.
- Course objectives, session level objectives, and keywords will be reviewed yearly by the CD and provided to Academic Affairs for curriculum mapping purposes and review by the MCC.

Management of Faculty within the Course
- Identify qualified faculty willing and able to deliver course content
- Ensure all teaching faculty and students are aware and understand the course objectives, learning goals, relevance to the larger curriculum, and relevant policies
- Develop and/or revise the course teaching and learning methods.
- Provide guidance and feedback to assigned faculty on the preparation of course materials such that course and institutional objectives are met.
- Assist the Office of Academic Affairs with distribution of the Course Faculty Evaluations by providing the correct roster of faculty to be evaluated.
- Monitor the teaching effectiveness of assigned faculty and overall delivery of the course so that any mid-course corrections can be made.

Creation and Delivery of Course Content

- Assume responsibility for the delivery of the course including content, scheduling, assessment, organization, and course execution.
- Determine the temporal sequence of course topics and prepare a course schedule so that the course topics/content are presented in the best possible manner with both vertical and horizontal integration with other courses.
- Construct the course syllabus using the MCC approved Course Syllabus Template. The syllabus must include a clear outline for the weighting of assessments and an overall course grading rubric.
- Provide fair and effective formative (weekly quizzes, Lecturio question sets) and summative assessments (NBME Customized or Subject Exams).
- Assure that the assessments are prepared appropriately and support student learning and development (either preparing them personally or delegating responsibility).
- Provide schedules and other information to Academic Affairs and IT staff so that Moodle (the Learning Management course website), One45 system, ExamSoft platform, and Echo360 (video-recording platform) are constructed and adequately maintained.
- Serve as a resource and communicate in a timely manner with students, administrative staff, and faculty.
- Promote a positive learning environment and collaborate with the Director for Academic Affairs and Director for Student Affairs to address mistreatment and learning environment concerns.

Monitoring of Student Performance

- Post grades in a timely fashion adhering to university policy.
- Ensure early identification of students in academic or personal difficulty and refer students to the Learning Specialist for assistance.
- Identify appropriate remediation plans for students with academic difficulty.

Continuous Quality Improvement

- Attend course directors' meetings to improve and standardize elements of the curriculum, develop policies, provide input, and ensure compliance with LCME standards.
- Request in writing from the Associate Dean for Academic Affairs the necessary resources to run the course effectively (e.g., secretarial assistance, equipment, instructional materials, lab materials, etc.).
- Assist the Office of Academic Affairs with customizing the End-of-Course Evaluation questionnaire for your course.
- Participate in Annual Course Reviews with the Office of Academic Affairs, providing a copy of Course and Session Level Objectives, keywords, and a Response to Student Evaluations to the Associate Dean for Academic Affairs.
- Modify existing or develop new curricula or methods of delivery based on needs, changing LCME requirements, and as charged by curriculum oversight bodies.

ADMINISTRATIVE SUPPORT FOR COURSE DIRECTORS

The primary source of support for School of Medicine Course Directors is the Office of Academic Affairs. This office is the implementation arm of the Medical Curriculum Committee and is responsible for delivery of the curriculum to the students. Current faculty and staff that work with pre-clinical course directors:

Associate Dean of Academic Affairs: Jennifer Woerner, MD; jennifer.woerner@lsuhs.edu

Director for Academic Affairs & **Foundations Course Director:** Christi Rinaudo, Ed.D.
Assistant Professor of Medicine; 675-4349; christi.rinaudo@lsuhs.edu

Academic Coordinator: Crystal Morton; 675-6158; crystal.morton@lsuhs.edu
The Academic Coordinator is available to provide support to course directors. The Coordinator's responsibilities include:
- Entering (and revising, when necessary) the course schedule in the One45 system for the class.
- Sending out initial email to faculty with basic information on posting lecture material to Echo360 and serving as the contact person in the event of a problem with or change to lecture date/time.
- Post PowerPoint presentations for faculty who need assistance.
- Sending out weekly reminders to faculty concerning the upcoming lecture schedule. Reminders should be sent a week in advance.
- Assisting the course director with other miscellaneous activities (such as small group assignments) as mutually agreed upon.

Project Coordinator: Ashley Abrams; ashley.abrams@lsuhs.edu
Responsible for distributing lecturer and course evaluations to students and submitting a summary report to the course directors, Academic Affairs, and the Medical Curriculum Council.

Academic Computing: Kent Judkins; kent.judkins@lsuhs.edu
Provides support and assistance with Moodle, Echo360 (podcast), and ExamSoft

Technology Chair: A MSI and MSII student is selected to serve as the technology chair for the class. This individual monitors and updates podcast recordings of every lecture, assists lecturers with simple A/V needs for presentations, and serves as the first-line contact for colleagues who have problems concerning educational IT resource issues. The Tech Chair is required to attend all classes and non-lecture activities.

Learning Specialist: E. Grace Rambo, 675-6139; elizabeth.rambo@lsuhs.edu

Director for Student Affairs: Peggy Murphy, PhD; 675-6570; peggy.murphy@lsuhs.edu
Provides study skills and academic support services for students.

Registrar: Kim Carmen, M.Ed.; 675-5207; kimberly.carmen@lsuhs.edu

SECTION II

RESOURCES FOR PLANNING A COURSE

COURSE MANAGEMENT TIMELINE

Confirm course dates with the Registrar.
If you plan to make major changes to your course schedule, check availability of the Testing Center, the Core Learning Center, and if necessary, small group meeting rooms, when applicable (see Room Scheduling Information).

Review and update the course syllabus (See *Elements of a Course Syllabus* for guidance).

Review course evaluations and SAGE Honor Society recommendations from prior year(s) to identify any needed changes.

Develop a contact list of course faculty.
A contact list for course faculty includes:
- *Faculty phone number*
- *Faculty email address (consider creating a distribution list in Outlook)*
- *Faculty pager# and cell phone number*
- *Office contact and phone number (where applicable)*

Copy the Academic Coordinator and the Director for Academic Affairs on one of the initial emails to faculty so they can have email addresses as well.

Prepare tentative lecture and exam schedule
The draft of the current schedule is usually based on the previous years' schedule, in a calendar format in Microsoft Word or Excel. Lectures are typically scheduled between 8 and noon.

Share preliminary schedule with Foundations Course Directors for production of a composite Module II + Foundations course schedule.

After the creation of a composite schedule, forward the draft to all teaching faculty (except Foundations) for confirmation of their availability at assigned dates/times. (Give a deadline for response.)
Include the course objectives and current USMLE Step 1 content outline for reference if significant changes have been made, a particular lecture needs substantial updating, or a new topic/lecture is being added to the course.

After finalizing the schedule, confirm availability of rooms and audiovisual support for all scheduled course events. (See Room Scheduling Information).

Ensure all lecturers get the final version of schedule once all dates and times have been confirmed with lecturers, the Foundations director and the Module II director.

Submit course syllabus, course schedule and lecture listing to the Academic Coordinator for placement on the course Moodle page and on ONE45 calendar

Divide students into Small Groups as appropriate for course activities. Request list and photos of students from the Registrar's Office.
The student names, with photos, can be sorted into small groups to hand out to small group instructors. (The Registrar or Academic Coordinator can assist with this if given enough notice.)

2 Weeks Before Course Begins
Check that the course pages are set up in Moodle and Echo360 and that all scheduled activities match across all platforms, including the calendar. Send Small Group assignments and sign-in sheets to relevant faculty, if appropriate.
For NBME customized exams decide on procedure for reviewing and selecting questions. *If this is the first time an NBME customized exam has been used for your course, please start the process early. Only course directors will have logon credentials for the NBME so group meetings with lecturers may need to be scheduled to review and select appropriate questions for the exam. Be sure to select question for the exam that are directly aligned with the learning objectives and keep teaching faculty attuned to examination content.* If using quizzes or in-house assessments, decide on procedure for submitting exam questions to course director. Send general reminder to all faculty and staff about course dates and include a finalized course schedule. Include information on the procedure for submitting quiz/exam questions to the course director. See procedure for using ExamSoft for quizzes and in-house exam.

Course Begins
Present course organization and requirements during the Course Introduction on 1st day. *Ensure students know who the course directors are and how best to contact them.* Post small group information (including groups, rooms, additional material, etc.) to Moodle, if applicable. The Academic Coordinator will send reminders every week for the upcoming week's lectures. All relevant info, including the date, title and location of the lecture should be included in the e-mail.

At least 10 days prior to any exam
Finalize the NBME Customized Exam and notify the Director for Academic Affairs when it is complete and ready to be ordered. Identify and contact potential proctors for first exam. *Proctors are typically asked to work in 1-hour shifts, 2 proctors per shift. The Director for Academic Affairs and the Academic Coordinator can serve as proctors if there are not enough faculty members available.*

7 Days prior to any exam
Send a follow-up e-mail regarding exam proctors if all of the slots haven't been filled. Send reminder to all confirmed exam proctors with the schedule and information on *Testing Procedures.*

1 Day prior to any exam
Send another reminder e-mail to proctors. Include the complete proctor schedule.

On Exam Day
Course director and/or proctors assigned to begin exam should arrive at least 20 min prior to the exam start time. See section on *Testing Procedures* regarding what is to be done immediately prior to exam administration. *Provide the proctors with a few extra pencils and contact numbers for Kent Judkins (Academic Computing), course director(s) and the coordinator if they need support during the exam.*

1 – 2 days after any exam
Once any necessary changes are finalized, enter the grades into Moodle grade book. Email class to inform them of the availability of posted grades. *The exam average and number of adjustments made can also be included, as many students will be interested in knowing this information.* Notify the Director for Student Affairs and the Director for Academic Affairs if any students are in jeopardy after each exam.
2 - 3 Days After Course Ends
Enter grades for all course requirements into Moodle. *The Director for Academic Affairs can help with formulas to automatically compute final grades.* Email class to inform them of the availability of posted grades. *Include the class average.* Send Kim Carmen, the Registrar, an email confirming that the numerical grades are finalized in Moodle. *If a grade needs to be changed subsequent to the submission of the grades, please submit the change on the specific form available in the Registrar's office.* Immediately notify the Director for Student Affairs (Dr. Peggy Murphy) and the Director for Academic Affairs (Dr. Christi Rinaudo) about any student who does not pass the course. Send an email to the student, informing them of their final grade (with a read receipt) and copy the Director for Academic Affairs and the Director for Student Affairs *The Director for Student Affairs will provide information on the appeal process and the process for remediation to the student. If remediation is warranted, the course director determines what is required for remediation and arranges the date, time and location of the remediation exam with the student.*

ELEMENTS OF A COURSE SYLLABUS

COURSE NAME
COURSE DIRECTORS

Name	Name
Department	Department
Office Room #	Office Room #
Phone & email	Phone & email

Course Description:
Example: *This course is designed to supplement the science of Module I and II with the knowledge and skills necessary to provide compassionate, appropriate and effective patient-centered care. Through lectures, facilitated small group activities, and standardized patient encounters, this course hopes to build the professional skills, medical judgement, and critical skills necessary for the evaluation and management of disease. Additionally, this course hopes to promote and encourage the essential skills of lifelong learning, self-reflection and critical thinking.*

Course Goals and Objectives:
A template for proving course goals and objectives is included below. Each objective should be associated with the appropriate assessment measures, teaching & learning activities and the related Educational Program Objectives (EPO). An example of a complete Goals & Objectives template is provided on page 22

Goal 1:			
Objective 1	Assessments	Activities	EPO
Objective 2			
Objective 3			
Goal 2:			
Objective 1	Assessments	Activities	EPO
Objective 2			

Lectures: *Where lectures will be held (refer to course schedule for dates and times); Include general information on any additional activities such as small groups assignments and how this information will be disseminated to the class (posted to Moodle page, emailed, etc.)*

Example: Lectures will be held in the (8th floor lecture hall for MSIs and 4th floor lecture room, Room 4-326 for MSIIs). For dates and times, see the course schedule posted on the Moodle website https://moodle.lsuhscs.edu/ Additional information about specific activities will be provided to students by handouts and e-mail and web updates. **Students are required to check e-mail daily and to notify the course director of any problems or questions.**

Textbooks: *List required/recommended textbooks*

Attendance: *Explain class attendance policy, how attendance will be recorded at mandatory activities, who to contact in the case of a missed mandatory event and the consequences of an unexcused absence (how much deducted from Professionalism grade).   See School of Medicine Attendance/Absence Policy*

Podcasting Guidelines
The didactic sessions are podcast via Echo360. The faculty appreciate that students find these podcasts invaluable and will make every effort to assure didactic sessions are accurately recorded. There will be times, however, when the content delivered will not be amenable to podcasting. Some examples include using the whiteboard, small group discussions, and other active-learning activities. As the curriculum evolves there may be content presented in didactic session that will not be podcast but will be included in examinations. Faculty have the right to create examinations based on any material presented in the curriculum regardless of podcast or transcript availability.

Exams: *WHEN and WHERE exams will be given and WHAT students will be allowed to bring to the exam. See* Testing Procedures

Grades: *Show how final grades in the course will be computed based on the distribution of points.*

Element	% of Final Score
Quizzes	
Labs	
Online Assignments	
Final Exam	
Professionalism*	
Other items (lab exams, quizzes, etc.)	

Points	Grade
69.5 - 100	Pass (P)
< 69.49	Fail (F)

*Professionalism includes attendance at mandatory activities, small groups, labs, etc. and other behaviors related to responsibilities, ethical principles and sensitivity that will be essential for successfully relating to future patients and colleagues, per the discretion of the course directors.

Final Grades: *All Module I & II courses are Pass/Fail. A student's final letter grade in the course will be based on the cumulative final numerical score and determined by the scale shown above.*

MEDICAL SCHOOL POLICIES AND PROCEDURES
Accommodation for Disabilities
Accommodation for Religious Practices & Observances
Emergency Preparedness & Inclement Weather Policy
Final Grade Appeals
Grading System
Remediation Policy
Reporting Student Mistreatment
Requesting Alternate Assignments

Example of Course Goals & Objectives

Goal 1: The Student will recognize and evaluate the practice of medicine as a profession, and what it means to be a member of a profession, i.e. what virtues or characteristics constitute a profession or professional, particularly the practice of medicine.			
Objective The Student must exhibit knowledge of established and evolving sciences as well as the application of this knowledge to patient care.	**Assessments** History Taking Activity, Standardized Patient Exam, Vital Signs Accuracy Activity	**Activities** Lecture, Facilitated Small Group Discussion, Practice with Standardized Patients	**EPO** EPO II.1: Medical Knowledge
The Student must demonstrate compassion, integrity, and respect for others.	Self-Reflection	Lecture, Facilitated Small Group Discussion, Patient Interview Activity	EPO V.1: Professionalism
The Student must demonstrate accountability to patients, society, and the profession.	Self-Reflection	Lecture, Facilitated Small Group Discussion	EPO V.2: Professionalism
The Student must display sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.	Self-Reflection	Lecture, Facilitated Small Group Discussion, Patient Interview Project	EPO V.5: Professionalism
Goal 2: The Student will appreciate and practice communication and other skills comprising the art of medicine, skills necessary of any physician and honed and well-practiced in the best physicians.			
Objective The Student must develop and refine interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and the public, as appropriate, by displaying effective communication across a broad range of socioeconomic and cultural backgrounds.	**Assessments** Communication Activity, History Taking Activity, Standardized Patient Exam	**Activities** Lecture, Facilitated Small Group Discussion, Practice with Standardized Patients	**EPO** EPO I.2: Interpersonal Skills and Communication
The Student must construct and maintain comprehensive and timely medical documentation.	History Taking Activity, Standardized Patient Exam	Lecture, Facilitated Small Group Discussion	EPO I.4: Interpersonal Skills and Communication

ROOM SCHEDULING INFORMATION

Lecture Halls: The 4th and 8th floor lecture halls are reserved yearly from 8am-12pm and 1pm-4pm for lectures. The 8th floor is for MSI courses and the 4th for MSII courses. You do not need to reserve the lecture hall for lectures if they fall within these time frames. **Note:** *The lecture halls are often booked at noon time and after 4 pm for departmental seminars, grand rounds, and student interest group meetings.*

Exams: Reservations for these are coordinated by Dr. Christi Rinaudo. Exam times are submitted to Laura Grayson (Student Affairs coordinator) who books them for the Testing Center (3-405) when possible. The Core Learning Center can serve as alternative exam sites, if necessary.

Non-Lecture Activities: Dr. Christi Rinaudo also coordinates booking rooms in the Core Learning Center, Library or BRI for small groups and laboratories and other non-lecture activities. Course Directors should provide information on number of rooms needed, group size, meeting times, and preferred location to Dr. Rinaudo as early as possible to ensure that rooms are available.

Other room needs: If you need additional rooms for any reason, you can book rooms through the Room Reservations page, https://www.aaiscloud.com/LSUHSCShreveport/Calendars/DailyGridCalendar.aspx

Problems: If there are problems in a room or difficulties with equipment, please call Electronic Services at extension 5-5274. Someone will assist you. Help correct problems by calling about it even if you were able to "make do". This will allow the problem to be (hopefully) corrected in a timely manner.

Start and end times: In most cases start time for room use is on the hour. End time is ten minutes before the hour. Please encourage lecturers to be considerate and keep presentations to 50 minutes.

This will be a basic overview and quick-start guide to three of the tools that we have used extensively for LSUHS medical school courses over the past years. These are applications with lots of features and capabilities. They are all constantly being improved and changed to keep up with new technologies and trends in education.

Moodle - moodle.lsuhscs.edu
Moodle is our course management system currently hosted offsite by eLearning experts llc. Anyone with an lsuhsc.edu email address can go to the above site and create an account. Any faculty that does not have an lsuhsc.edu account will need to have a Moodle account manually created for them by an lsuhscs Moodle administrator. New accounts are, by default, student level accounts. It is a simple thing for any Moodle admin to increase that level of access for teachers or course managers for specific courses or areas. The School of Allied Health has a completely separate Moodle site with a completely separate login required. Currently the graduate school and a few other departments/programs also share the medical school Moodle site.

You can think of Moodle like the hierarchal system of directories or folders, like the ones your own computer, but instead these are hosted remotely and can be accessed from any computer by a user with a login. The main Moodle site is divided into large areas like: YEAR ONE, YEAR TWO. Those areas have sub-directories like: Module I, Module II, Foundations. An individual course for a given year is at the lowest level in this structure such as: Neuroscience, Cardiology, Foundations IV etc.

The Course in Moodle is a place to put any materials that the students need such as a syllabus, schedule, study materials, activities and announcements. Moodle also has an area to post grades and calculate course grades. The registrar will extract final course grades from Moodle.

The usual method for creating a new course in Moodle is to restore a backup of the previous year's course as a new course and rename it using the new year in the course name. The new course is restored with previous elements (except enrolled users) by a Moodle administrator and edited by the course director with updated course information. Some of these tasks can take time and should be worked on well before the course start date. A course is usually hidden from students until it is deemed ready by the course director.

Courses can be edited by faculty when they click the green button "Turn Editing On" at the top of the course page.

There is a very important link near the top of the Moodle course page that links to the next tool presented here: Echo360 Podcasts and Presentations. Instead of loading up the Moodle site with large PowerPoint files that students then need to download, we upload PowerPoints inside the Echo360 tool to a list that is also the podcast schedule of lectures.

Echo360 – access with a link from within a Moodle course
Echo360 is our classroom learning system that includes podcasting, classroom polls and other learning tools. It is cloud-based and currently holds over 7000 archived recordings. It has data collection tools to measure student engagement/participation.

The echo360 schedule, which is accessed from a link in medical school Moodle courses, has a place holder for uploaded PowerPoints or PDFs and another for the podcast recording after the lecture. The uploaded PowerPoint is converted to slide format with tools for creating classroom polling activities. There are tools which allow students to take notes and ask questions that are synchronized with specific lecture slides. There is a tool that uses voice recognition to transcribe the lecture into searchable text. Students can watch lectures live or review lecture podcasts after a short processing time. It is also possible for instructors to make a lecture video outside of the classroom and upload it for students to watch.

The usual way of posting an accurate and useful echo360 schedule is to first submit a finalized course schedule to Crystal Morton who will first enter it into iCal/Google calendar. After a finalized schedule is in iCal, it can be imported as a spreadsheet into Echo360 creating podcast schedule. Kent Judkins, or another Echo360 administrator, can do this import.

If there are ever changes to the schedule, be sure to contact both the iCal administrator (currently Crystal Morton) and the Echo360 administrator (currently Kent Judkins) so those adjustments can accurately be put into place.

Training and resources for Echo360 are available at https://support.echo360.com/

ExamSoft - examsoft.com/lsumed
ExamSoft is a tool for collecting and editing exam questions then creating a secure exam that students can take on their own computers. Questions can be imported in bulk using a simple template or created on the ExamSoft server with word-processor-like tools. Questions can be tagged with categories and data can be extracted to evaluate the efficacy of questions as well as student performance.

There are many features to customize and secure the test taking experience. Students download an encrypted exam to their own machine which is only opened when a password is provided. Results can be immediately shown to the exam taker upon completion. Students upload their testing data and adjustments can be made to the exam to re-score the group if necessary. Scores are imported into the Moodle grading tool.

Any course director or faculty that wants to work on questions or exams will need Kent Judkins to create a faculty account for them.

One45 - https://lsuhscshreveport.one45.com/web/one45.php/

One45 is the MedEd software system that is now used in all phases of the curriculum. The goal for the Institution is to have one system for students to view course/rotation schedules, complete evaluations, and view grades. Course directors, Academic Affairs Staff, and teaching faculty will use One45 to aid in

curriculum assessment and the curriculum inventory, share course calendars with the students, post grades and run the evaluation system.

One45 is a user-friendly system for evaluations, students can access evals from their phones and complete evaluations of clerkships, attendings and residents. In addition, students will use One45 to log all patient encounters and procedures during the clerkships.

Currently, MS1 and MS2 course calendars are in One45. Our goal is to transition all MS1 and MS2 evaluations and grades to this system by the 2022-23 Academic year.

MS3 and MS4 students use One45 for third year scheduling, view rotation schedule, complete evaluations and procedure logs, and access 3rd year clerkship and 4th year grades.

Curriculum Mapping and Analytics

One45 will also enable Academic Affairs to complete a full curriculum inventory as well as map course and session objectives to the overarching medical school educational program objectives. This information is vital for identifying and addressing gaps in the curriculum. The Analytics module uses course grades, NBME test scores, and matriculation data to track student outcomes.

Important Health Science Library Information

Julia Esparza, MLS, AHIP
Professor/Department of Medical Library Science
Stafford and Marianne Comegys Endowed Professor in Medical Library Science
School of Medicine Teaching Liaison –
Lecturio Administrator
Julia.esparza@lsuhs.edu 318.675.4179 office; 812.568.1397 cell
https://www.lsuhs.edu/our-schools/library

LibGuides

Each summer we review the syllabi of the courses from the previous year or those available for the future year to update resources on the three LibGuides for MSI – MSIII students. Please review the materials on the LibGuides for your areas and let Ms. Esparza know of any changes. She is able to easily review the 1700 electronic books available, as well as other resources, that can supplement your teaching. Please note *due to the possible legal ramifications* the full-text of books or article should not be loaded onto Moodle or any other file sharing system. Please contact Ms. Esparza for assistance in obtaining links for these resources.

- MS1 Information Resources LibGuide http://guides.lsuhsc.edu/ms1info
- MS2 Information Resources LibGuide http://guides.lsuhsc.edu/ms2info
- Clerkship Information Resources LibGuide http://guides.lsuhsc.edu/clerkshipresources
- Step 1 Study Resources can be found at http://guides.lsuhsc.edu/ms1info/studyresources
- Step 2 Study Resources can be found at http://guides.lsuhsc.edu/clerkshipresources/studyresources

Board Vitals contains a Step 1 question bank. First Aid for the USMLE Step 1, First Aid for the Basic Sciences: General Principles, First Aid for the Basic Sciences: Organ Systems, the Board Review Series, and other select case files are available to supplement student study or your curriculum.

First Aid Series

First Aid for the USMLE Step 1, First Aid for the Basic Sciences: General Principles, First Aid for the Basic Sciences: Organ Systems, the Board Review Series, and other select case files are available to supplement student study.

Lecturio: https://lsus.lecturio.com

Lecturio is an online resource that allows you to supplement your curriculum. Course or Module Directors typically assign videos and quizzes in MS1 and MS2 but it varies.
Includes:
- Video Library – recall questions are embedded to assess basic student learning.
- Question Bank – includes Step 1 type NBME questions.
    - Questions can be restricted to be assigned as quizzes or they can be used to help students learn material and be sure they know the information for NBME tests.
- Spaced Repetition – improves recall ability and provides guided study schedule for students.
- Ability to add your own questions to the Question Bank to assess students.

- Your recorded lecture – Using library technology record lectures once, create questions about the lecture and assign the lecture at the start of a section of a module or a clerkship.
- Robust statistics – assign videos and obtain how many minutes students might have watched videos, be notified if they completed viewing videos, see how many recall questions they got correct when watching videos or easily see quiz results.
- IPhone/Android App – Students will have access to an iPhone/Android app (after July 1) for easy viewing/listening to videos and for reviewing questions.
- Bookmatcher – Students can use the Bookmatcher to help find videos to match sections of highly used books such as First Aid for Step 1.

Contact Ms. Esparza for administrative access to this resource. If starting out with the resource, it is best to attend training with a group or request one-on-one education.

Student Study Resources Provided by Academic Affairs

Pathoma Provided by the David Desha Endowment for Medical Education January MS1 Year	Fundamentals of Pathology • Includes a subscription to online videos by Dr. Sattar covering the entire text • High-yield outline format covering all major topics in pathology • Integrated review with key concepts from associated disciplines • Focus on high-yield and highly tested material • Over 350 high-quality, full-color images
Boards and Beyond	This USMLE Step I resource includes over 400 videos and more than 2300 USMLE-style quiz questions. The content covers over a dozen subjects including cardiology, renal, pulmonary, biostatistics, biochemistry and more. Topics within each section mirror those of First Aid.
Full access to Aquifer Available Now https://aquifer.org/	**Aquifer courses** are evidence-based and peer-reviewed virtual cases. The library of courses covers a broad range of disciplines and critical health care topics. MSII students have been added to the Aquifer resource and must activate their account to participate in assigned course work.
3-Month U-World Subscription • Available to MSII students in February/March	

Examinations

The Medical Curriculum Council requires that all courses include an NBME Examination that will serve as the summative assessment in the course. The Office of Academic Affairs is responsible for ordering the exam and covering the cost of the testing. Exams must be ordered at least 1 week prior to the exam date. Contact Dr. Christi Rinaudo for more information.

NBME Customized Exams

NBME offers the Customized Assessment Services (CAS) program to enable medical school faculty to build high-quality examinations tailored to local curricula using NBME's validated test questions. CAS is available through the NBME Services Portal (NSP), to access the CAS system, faculty will follow NBME's security process. This validation of identity currently requires an initial configuration of a cell phone, landline, or tablet. Two-factor authentication is also used to access CAS' online item analysis, which is available for review when the score reports are posted to NSP.

Any faculty member may participate in the test construction process; however, those who will review NBME test items must agree to the terms and conditions when first accessing the CAS system. Faculty members should review the terms and conditions carefully prior to deciding whether to agree and comply or not. Individuals who do not agree to the terms and conditions will not be able to access the CAS system.

NBME Subject Exams

The NBME also offers exams on a variety of basic science areas. The Subject Exams provide national normative data that reflects the performance of examinees from medical schools accredited by the Liaison Committee on Medical Education (LCME). Basic Science Subject Exams are available for the following areas:

- Behavioral Sciences
- Biochemistry
- Gross Anatomy only
- Gross Anatomy + Embryology
- Histology
- Microbiology only
- Microbiology + Immunology
- Neuroscience
- Pathology
- Pharmacology
- Physiology
- Introduction to Clinical Diagnosis

For more information about all NBME examinations, please visit the NBME website (www.nbme.org) https://www.nbme.org/sites/default/files/2020-01/CASInformation_Guide.pdf

ExamSoft

In previous years, ExamSoft has been used for creating and giving secure exams to students. The software can continue to be used for course quizzes and other types of formative feedback.

Course Directors should review last year's exam and question statistics to determine if questions should be eliminated. If necessary, e-mail a copy of each lecturer's questions and accompanying statistics from the previous year to them. Include the deadline for receiving either approval to use the same questions or receipt of new questions and answers. Encourage lecturers to submit at least 3 – 4 questions per lecture hour (the more the better!)

You have the options of:
- Using the same questions from year to year;
- Using the same questions with minor modifications based upon any changes made in their lectures and/or previous statistical analysis;
- Using new questions each year.

Complete the exam at least *4 Days prior* - Proofread exam and view in Examplify (the student platform).

At least 2 Days prior to any exam: Post the assessment to ExamSoft portal for students to download. Send an email to the class informing them of the availability of the quiz/exam for downloading. Include the date, time and location of the exam and the exam review. Also, students should be reminded about testing procedures. (See *Testing Procedures* for additional information).

Once the assessment is completed, review the statistics in ExamSoft. Make adjustments as needed.

The decision on what is to be done with problematic questions is left to the discretion of the course director. There is no official policy regarding exam adjustment. Exam questions with questionable statistics should be sent back to the author for input regarding what should be done.

The options are:
- Throw out the question (this reduces the total number of questions used to calculate exam scores);
- Accept another answer or more than one answer as "correct" (if applicable; such as, if a question was keyed incorrectly);
- Mark the question as "bonus" (which may be applicable for questions on conflicting information presented in different lectures).

NBME Guide

How to purchase a Web-Based Exam
Once the Customized Exam has been created and finalized, the Course Director should notify Christi Rinaudo, Director for Academic Affairs, that the exam is ready to be ordered.

Exams must be ordered at least 3 days prior to the test day.

Administering the Examination
The Course Directors are responsible for finding proctors for the exam. Typically, one or two proctors are required per exam dates.

Course Directors should email students before the exam with instructions and exam locations. IT support staff are present to assist with computer issues on exam day.

Exam Day

1. Arrive to testing location at least 30 minutes before the exam start time, must have a laptop to run the exam. Ensure that all boards are erased, there is adequate seating, and that scratch paper and earplugs are available.

2. Write testing website on the board for students. https://wbt.nbme.org/wbtexam/home

3. Students may not bring the following items into the testing room:
   Backpacks, cell phones, laptop covers, smart watches, study materials, noise cancelling headphones, purses. These items should be left in a locker, or vehicle. Do not allow students to leave backpacks at the front of the room.

4. Allowed items:
   Water, pencils, scratch paper (provided by proctor), ear plugs (provided)

How to start the exam

1. Enter the Chief Proctor Resource site URL http://wbt.nbme.org/proctor
2. Enter the Username and Password you received via e-mail and click login.
3. Select Available exams section and choose appropriate exams
4. Enter the Contact Phone and Test Room when prompted and click Start Monitoring
5. Provide the Examinee Start-up Code for examinees to log into exam

If you are administering one or more Subject, CAS, or IFOM exams:

- Select the appropriate exam(s) in the **Proctor Multiple Exams** section.

- Click on **Start Selected Exams**.

Monitoring the Exam

You may sort the list of examinees by Name, Status, Exam, Workstation or Timing Mode and perform additional tasks as required.

	Function	Description
A	Session Start Time	The Session Start Time will populate with the date and time the first examinee starts the exam
B	Add another exam to this session	Clicking this link allows you to add another available exam to the current active session. Once added, the exam roster will display on the screen.
C	Examinee column	The Examinee ID and Date of Birth are displayed underneath the examinee's name prior to exam launch. Once the examinee has launched the exam, click on the examinee's name to display the Date of Birth, ID # and Security Answer.
D	Exam column	Displays the exam assigned to each examinee. **Multiple**, indicates the examinee is assigned to more than one exam roster. Hover your mouse over the **Multiple** icon to view the list of assigned exams.
E	Report Incidents	Report Incidents at any time during a test session. During a testing session, the Chief Proctor can switch between monitoring the exam and reporting incidents.
F	Examinee Status & Detailed View	Lists the overall number of In Progress and Complete examinees within the test session. The **Examinee Status by Exam** lists the number of In Progress and Complete examinees by exam.
G	Close an Examinee Session	This function should **ONLY** be used if an examinee leaves the testing room and does not return, or if other circumstances require you to close an examinee's exam.
H	End Exam	Clicking **End All Exams** will terminate the test session and should be used only when **all active examinees have completed the exam**.
I	Contact NBME	Displays the contact phone number and email address for Prior to Test Day and On Test Day support.
J	Refresh Icon	Refreshes the screen and displays the most current status of each examinee.
K	Logout	The Chief Proctor can click Log Out icon to take a break from monitoring the test session. Examinees can continue testing while the Chief Proctor is logged out of the monitoring window.

Approve a Restart

The Chief Proctor must approve the **Restart** of an interrupted exam. Examinees requiring a restart must notify the Chief Proctor.

Note: If an examinee needs to be relocated to another test room because of a problem after the examinee has started the exam, you must call the NBME at 215-590-9298 before restarting the exam for this examinee at the new location.

Once the examinee has been approved to restart the exam, please be sure to provide the updated approval code. A late start examinee or an interrupted exam will still be given the full amount of testing time.
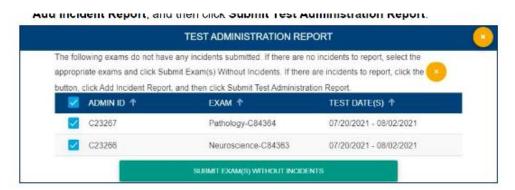
Ending the Exam Session

1. Verify that all examinees have <u>completed the exam</u>. Select the <u>End ALL Exams</u> button to end the exam session and then click OK to proceed to the **Test Administration Report** page.

2. If incidents were submitted during the test session, the Test Administration Report screen will appear.
   Click on **Submit Test Admiration Report** and click **Yes.**

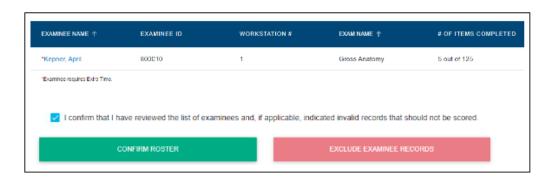   If no incidents were submitted during the test session, you will be prompted to:

   Submit Report Without Incidents, if there are no incidents to report or **Report Incident(s)** if there are incidents to report.

3. Confirm the Roster
   As a final step you must review and confirm the list of examinee records to be submitted for scoring.
   If all examinees should be scored, select the roster confirmation checkbox as shown below and click **Confirm Roster.**

Score Reporting

For most NBME web-based exam, the score reports and related performance feedback ore posted to the NBME Services portal within 48-72 hours.

Score Reports will be emailed to the Course Directors as soon they are available.

Various reports include:
Score Report- (Score Interpretation guide, Grading guidelines, National norms, Roster report)
Individual raw scores
Content Area IA Report
IA Detail
Content Area Summary Report
Individual Profiles

For a complete copy of the Chief Proctor Manual log onto
https://wbt.nbme.org/wbtproctor/home and select Chief Proctor Manual under the Resources tab.

Any additional questions or issues accessing the NBME website, contact one of the NBME user Account Administrators:

Christi Rinaudo   Christi.rinaudo@lsuhs.edu
Laura Mackowiak   Laura.mackoiwak@lsuhs.edu

TESTING PROCEDURES

Testing Center Set Up
The Testing Center consists of tables that accommodate 2 students each. These should be arranged in rows that can easily be navigated through. All users are required to maintain this standard room configuration; however, since there are multiple users of the room, sometimes users may disrupt the testing setup the day before exams.

Preparation of the Testing Room
Before the examination, the course director(s) should:
- Make sure the testing room is set up appropriately and adjust spacing of tables if necessary;
- Erase all information from the dry erase boards;
- Locate the scratch pads and see if there will be enough. *Contact the Director of Academic Affairs if more scratch pads are needed.*

Personal Belongings in the Testing Room
Students are ONLY permitted to bring:
- Fully charged laptops (no cases or sleeves). *Outlets are not easily accessible in the Testing Center, nor are there nearly enough to accommodate multiple laptops chargers.*
- Pens or pencils. *You may want to have a few extras available, but the students should not depend on that.*
- Earplugs
- Non-programmable/non-graphing calculators (if necessary);

Do not allow other personal belongings or food (unless of an exception for medical reasons) into the Testing Center.

Student **will not be allowed** to bring any unauthorized personal items and/or devices in the testing room. These items include, but are not limited to the following:

- Backpacks, briefcases, or purses – These items MUST be stored the student's locker or vehicle. A locker may be obtained from Student Affairs. Storage of backpacks outside of the testing center (under the table) or the library will NOT be allowed. These materials will be removed.
- Cell phones/Wireless wearable technology including Fitbits, Apple watches, Air pods, or Noise canceling headphones
- iPads/tablets/iPods/media devices
- Recording/filming devices
- Reference materials (book, notes, papers)
- Hats/caps

Permitting Absence from the Testing Room

Use of Restrooms. Examinees may be allowed to leave the testing room, one at a time, only for restroom breaks during an examination session. Students should sign-out by writing their name on the dry erase board near the exit and should erase their name when they return. Their laptop should be partially closed. There is no additional testing time to make up for time lost during absence from the room.

Permanent Withdrawal. If an examinee must withdraw permanently from the examination, the examinee's test is to be submitted via the testing software (NBME or ExamSoft) and the Course Director, Director for Academic Affairs and Director for Student Affairs should be made aware of the incident. The Course Director will decide if the student will be allowed to retake the exam.

Early Dismissal. Examinees who finish early are permitted to leave the testing room. Exams must be closed and submitted, and the screen verified by a proctor. If a student is waiting for someone they should arrange to meet in a designated area away from the testing center and adjacent hallways.

Handling Irregular Incidents

The proctor has the authority and responsibility to ensure that the examination is conducted under standardized conditions for all examinees. The proctor is expected to handle all incidents that disturb or deviate from these conditions and document the incident(s) in a written report. Observe the following procedures for disruptive behavior, irregular behavior, interruptions or emergency situations:

Disruptive Behavior. If the conduct of an examinee interferes with the testing conditions of other examinees and the examinee fails to respond to a warning, collect the examinees belongings and escort the examinee from the testing room with the least amount of disturbance to the other examinees.

Irregular Behavior. Irregular behavior that occurs during an examination includes the following:
- Possessing notes or making notes on anything other than the provided scratch pad.
- Inappropriate accessing of electronic media.
- Copying, giving, or receiving Information.

If a proctor observes and/or is made aware of any of the prohibited behaviors, the following actions should be taken:
- Allow the examinee to continue the examination session.
- Confirm the observation with at least one other proctor.
- Confiscate pertinent materials.
- Prepare a report and return it to Student Affairs. Include the following information:
  o Time and duration of the incident;
  o Identity of all involved examinees by name (indicate whether all involved examinees were aware of the incident);
  o A diagram of the precise seating arrangements and spacing among those involved;
  o Signatures of the proctors making the observation and date of the report.

The report and data obtained from the materials will be studied and appropriate action will be taken. If clarification of the report or further information is needed, the proctor will be contacted by Student Affairs. It is important that reports of irregular incidents be thorough, but concise, and contain an unbiased account of the proctors' actual observations.

Disruptions and Interruptions. External disruptions such as construction noise, fire alarm, activity in adjoining room, hallway/corridor noise and internal disruptions such as room temperature, defective lighting, and examinee noise may cause distress and distraction to students during the administration of the examination as well as interrupt the examination. Disruptions should be handled as quickly as possible with minimal disturbance to examinees:

- Relocate the testing room if necessary (e.g., if construction noise cannot be stopped);
- Send a proctor out to disperse hallway/corridor noisemakers;
- Request that adjoining room activity be relocated;
- Contact building administration if fire alarm noise is prolonged, provided the alarm is not signaling a real emergency.

If the disruption is causing anxiety to the entire group and is prolonged, testing time should be extended to accommodate the duration of the disruption. Report any disruptive situation that occurs to Student Affairs especially if it involves interruption of the examination.

Emergency Evacuation. The course director should establish a plan for evacuating the testing room in the event of an emergency (e.g., fire, prolonged power failure). The plan should include collecting and securing the test materials (if time and circumstances permit) and providing instructions to the examinees and proctors regarding exiting from and returning to the testing room. To ensure the security of the test materials, the proctor should be the last to exit and the first to return to the testing room. To maintain the integrity of the examination, proctors should monitor the examinees during the evacuation to minimize communication among the group.

Other Emergencies. If you experience a problem for which no solution is provided in this handbook, **continue the administration of the examination as scheduled** and immediately contact Academic Affairs or Student Affairs for further instruction.

GRADES AND FAILURES

Grades

When a student does not satisfactorily pass a required element of the course, the course director **must** notify the student of an unsuccessful outcome. If additional attempts to pass a required element of the course are allowed, this information must be identified in the syllabus including: Number of attempts possible, the timeline for attempts, and how each attempt will affect the student's final grade.

NBME Customized Exam Policy – see the detailed policy on the following page

Posting Final Grades

When the final grades are posted in Moodle, send an email to the class telling them that grades have been posted. That e-mail begins the 10-working day appeal period.

When a student does not satisfactorily pass a course, the course director must notify the student of an unsuccessful outcome and direct him/her to the Director for Student Affairs for further details about the appeals and remediation guidelines. It is recommended that this notification be done via email with a copy sent to the Director of Student Affairs (Dr. Peggy Murphy) and the Director of Academic Affairs (Dr. Christi Rinaudo).

Remediation Policy: Students who are required to remediate a course failed in the first half of the academic year should do so over the Christmas break. Those who are required to remediate a course failed in the second half of the academic year should do so in their summer break. *Remediation must be completed before the next semester begins.* Course directors are to determine the requirements for remediation and confer with the student(s) as to when and where the remediation examination is to take place. *Ensure that students understand that failing remediation counts as a second course failure, per promotion guidelines (see below).*

Transcript after Remediation: To remediate means to remedy an academically earned grade of "F" as a final grade in a course. It is neither to change the failing "F" grade nor to qualify an "I" for completion. The original earned grade of "F" remains on the transcript. A note is placed on the transcript stating that the student "successfully" or "unsuccessfully" remediated the course.

Promotion Guidelines

Students with two failures are not eligible to continue their medical school career. Students that fail two courses or fail a course and the subsequent remediation, have the option to appeal to the Medical Curriculum Council for readmittance to medical school. The Director for Student Affairs is responsible for guiding students through this process.

Any additional questions regarding grading and failures can be directed to the Director for Student Affairs and/or the Director for Academic Affairs.

See the School of Medicine Catalog for more information

http://catalog.lsuhscshreveport.edu/content.php?catoid=15&navoid=530#Examinations

NBME Grading System - Module II

Student performance is evaluated by the course director(s) and teaching faculty of each course. Final grades are based on a composite score derived from written, oral, and practical examination scores, along with scores from other required activities. The course director(s) is responsible for determination of each student's final grade.

Recorded grades for all Module 2 courses within the MSI and MSII academic years will be P(Pass)/F(Fail).
- o The grading scale is:
- o Pass for overall performance greater than or equal to 70%
- o Fail for overall performance less than 70%.

- HOWEVER, if a student scores <u>more than 2 standard deviations below the class mean</u> on the <u>NBME final exam</u>, he/she will be required to <u>remediate the NBME exam regardless of overall performance in the course</u>.
  - o If a student successfully remediates the NBME exam by scoring within 1 standard deviation of the class mean on the second attempt, he/she will receive a pass (P) in the course and keep the original overall percentage score earned in the course.
  - o If a student's score falls more than 1 standard deviation below the class mean on the second attempt, he/she will receive a grade of F in the course and will be required to remediate the course. <u>See policy on Course Remediation.</u>

- A student who fails an end of course NBME final exam in a second course BEFORE remediating the first failure must meet with the student promotions committee to agree upon a plan for the student to complete the Retake Exams.

- If a student must schedule multiple Retake Exams, she/he must pass all of them before progressing to the next semester. All retake examinations must be completed before the first day of the semester that follows the semester in which the initial failed exam was taken.

- A student who fails an end of course NBME final exam in three courses during an academic year will be required to repeat the entire academic year.

- A passing grade or the successful remediation of a failing grade must be earned in all courses for a student to be promoted and to graduate.

Remediation Policy for Module II Courses

If a student scores more than 2 standard deviations below the class mean on an NBME final exam or earns a final course grade of less than 70%, the Course or Module Director will notify the student of their need to remediate the NBME final exam or the course in writing.

Students may remediate the grade of F in one course; however, should a student fail two courses (in spite of one being a successfully remediated F), he/she shall be dismissed.

Schedule:
- The student must respond to the course director within one week after the notification. It is the responsibility of the student to schedule the remediation process with the course director.
- Students are required to make their first attempt at remediation prior to the first day of the next semester. Under certain circumstances, remediation may be delayed with prior permission from the Associate Dean for Academic Affairs.
- All remediations must be completed before a student may move on to the next semester.
- To more readily identify students in academic difficulty and offer them additional support services in a timely fashion, students who need to remediate a course will be provided with information on receiving a learning assessment, the results of which may trigger further support services that may help the student avoid the need to remediate additional courses.

Process:
- Students requiring remediation must meet with the director of the course to be remediated. If, during this conversation, the student identifies a non-academic contributor to their poor performance (i.e., something medical or social), this should be brought to the attention of the Associate Dean for Student Affairs.
- The process for a course remediation, as determined by the course director, should be tailored to the individual student through the identification and correction of specific areas of deficiency. Retaking the entire course should only be necessary if the student's performance in all major content areas is unsatisfactory.
- The course director will provide the Associate Dean for Student Affairs, Associate Dean for Academic Affairs, and the Registrar, a record of the remediation process for each student.
- If the student is successful on the course remediation attempt, the earned grade of F is not removed from the transcript or calculation of class rank, although successful remediation is noted.
- If the student is unsuccessful course remediation attempt, he/she shall be considered to have received two Fs and be dismissed.

Student Support Services

Academic Support/ Tutoring
The school provides academic advising and support from a learning specialist. The specialist can assist in identifying factors negatively impacting student performance, assessing learning styles, and developing practical learning strategies, such as time management, test-taking and active learning techniques. Individualized tutoring for topic content is available upon request. Clinical mentors may be assigned as well.

Ms. E. Grace Rambo
675-6139
elizabeth.rambo@lsuhs.edu

Mental Health/ Wellness Counseling
The Student Mental Health Service provides counseling ranging from short-term problem resolution to more intensive psychotherapy. It can be useful to those with mild difficulty in their lives as well as those with more serious or longstanding problems. Some common reasons for coming to counseling include relationship problems, academic anxieties, feeling unusually sad, irritability, sleep problems, eating problems, having a hard time paying attention, feeling lonely, suicidal thoughts, and worrying too much.

Dr. Mark Cogburn
Director of Student Mental Health
820 Jordan Street, Suite 104
318-676-5002

Mr. Josh Hollis
MA, LPC Anxiety Disorders and Counseling
820 Jordan Street, Suite 104
318-676-5002

Mrs. Ann Inabnet
MA, LPC
820 Jordan Street, Suite 104
318- 676-5002

Notification of Poor Performance

Example: Poor Performance during a Course
Dear (student name):
The results of the (name of course) exam/quiz are complete. Your performance was below expectations. If your performance continues at this level, you will be in danger of failing the course. Please feel free to meet with us (name of course directors) to discuss any problems that you may be having with the material or otherwise that are affecting your performance.

Example: Notification of Course Failure
Dear (student name):
The (name of course) grades have been finalized. The minimum passing grade for the course was 70%. You received a ____%, resulting in a Fail in the course. Please meet with us (the course directors) and with (Dean, Student Affairs) as soon as possible to discuss a plan for remediation as outlined in the catalog. Please refer to the promotions and remediation section of the catalog for further information on the promotions process.

Reporting Student Unprofessional Behavior

Students whose behavior is of concern and cannot be addressed successfully by faculty intervention should be reported to the Office for Student Affairs. Contact Dr. Debbie Chandler, Associate Dean for Student Affairs (675-5341) or Dr. Peggy Murphy, Director for Student Affairs (675-6570)

Examples of professionalism issues include:
- Unmet professional responsibility:
    - Excessive tardiness in submission of work
    - Failure to complete course assignments
    - Misrepresenting or falsifying actions and/or information
    - Unexplained/unexcused absences
- Lack of effort toward self-improvement and adaptability:
    - Resistant in accepting and responding to feedback
    - Failure to accept responsibility for errors
    - Abusive or critical behavior or language during times of stress
- Unsatisfactory relationships with others:
    - Inappropriate interactions with faculty, fellow students, or administrative personnel.

Such issues may be addressed by the Professionalism Committee which is composed of both basic science and clinical faculty. The committee will recommend corrective actions or repercussions for the students if indicated.

SECTION III

LECTURER
AND
COURSE EVALUATION

OVERVIEW OF THE EVALUATION PROCESS

The Office of Academic Affairs collects evaluations on the course and individual lecturers. These will be sent to the course director(s) periodically throughout the course and at the end of the course. **The Academic Affairs Project Manager, Ashley Abrams will provide lecturers with their individual evaluations.**

A Focus Group will be held soon after the conclusion of the course. A full report will be made available to the course directors several days afterward. The focus group is the opportunity for randomly selected students to discuss the positives and negatives of the course. This is valuable information that can be used to guide future changes to the course.

Contact the Project Coordinator (Ashley Abrams) if course evaluations and/or the focus group report have not been received several weeks after the conclusion of the course.

Plan to have a debriefing session with any interested faculty.

Sample Lecturer Evaluation

Primary method for viewing lecture for the 1st time
- In Person
- Podcast
- Neither

Please evaluate Dr. Desha's performance on the following:

	Exceeds Expectations	Meets Expectations	Needs Improvement
Communicated effectively			
Engaging delivery of information			
Well-organized presentation			
Appropriate level/depth of information			
Presented Relevant/Useful Information			
Managed Classroom Time Well			

Please share any specific comments or suggestions regarding Dr. Desha's Lecture(s)

Sample Course Evaluation

Based on your experience, indicate the extent to which you agree with the following statements about the Course:

The course was effectively organized and presented information in a way that helped me learn:
- o Strongly Disagree
- o Disagree
- o Agree
- o Strongly Agree

What was taught during the course matched course goals and objectives:
- o Strongly Disagree
- o Disagree
- o Agree
- o Strongly Agree

The length of the course was appropriate for the amount of material presented:
- o Strongly Disagree
- o Disagree
- o Agree
- o Strongly Agree

The course was appropriate for the level of the learners:
- o Strongly Disagree
- o Disagree
- o Agree
- o Strongly Agree

The course goals and objectives were clearly stated:
- o Strongly Disagree
- o Disagree
- o
- o Agree
- o Strongly Agree

Rate the quality of your experience in this course:
- o Poor
- o Fair
- o Good
- o Excellent

Please identify what you consider to be the strengths of the course

Please identify area(s) where you think the course could be improved.

What advice would you give to other students who will take this course next year?

Non-Lecture Activities (If applicable)
The labs enhanced my understanding of the course content:
- o Strongly Disagree
- o Disagree
- o Agree
- o Strongly Agree

The small groups enhanced my understanding of the course content:
- o Strongly Disagree
- o Disagree
- o Agree
- o Strongly Agree